

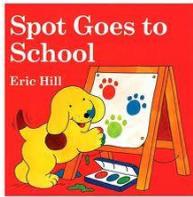
Favourite books for Stuttering Therapy: Compiled by Brenda Carey (PhD)

Books are a valuable resource in our stuttering therapy. There are a number of reasons why we find them useful: they are fun for kids, may be used to elicit simple and complex language, can be changed frequently and are portable. We recommend them in our therapy programs with children of all ages, and during all phases of treatment. Best of all, if not already in the homes of our clients, they can be borrowed from libraries.

Here are some of our favourites, and hints on how we use them.

Young children (pre-schoolers and early primary)

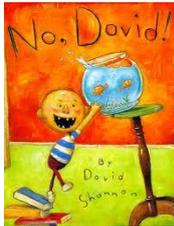
Spot books by Eric Hill



Easily available, fun and permit high structuring for young children. Opening and closing flaps is always a bonus!

Dear Zoo by Rod Campbell

Another lift the flap that is fun, simple and a great starter to structured therapy.



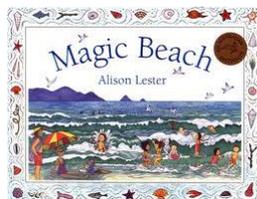
No David! By David Shannon

A fun book with big illustrations and can be used for high or low structure.

The Very Hungry Caterpillar by Eric Carle:

Great for young children during early stages of therapy because it is very repetitive and requires mostly naming.

Magic Beach by Alison Lester



Imagine by Alison Lester

My Farm by Alison Lester

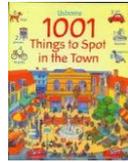
All of the above have detailed drawings which can stimulate a lot of talking. Great for children requiring very little structure who may not chat on without visual prompts.

The Farm by Heather Amery and Stephen Cartwright

The Zoo by Heather Amery and Stephen Cartwright

The Seaside by Heather Amery and Stephen Cartwright

These are in the Usborne Talkabout series. Large pictures of scenes that can be used for naming or for longer descriptions.



1001 things to spot on holiday by Hazel Maskell



1001 things to spot on the farm by Gillian Doherty

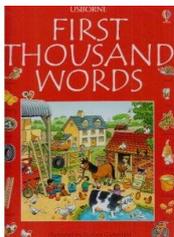
1001 things to spot in the town by Anna Milbourne

This Usborne series provides scenes which can be used when very high or very low structure is needed. An extra fun element is the 'search for' function.

What's Wrong? By Anna Pomaska

What's different by Fran Newman-D'Amico

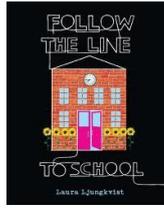
First Thousand Words by Heather Amery and Stephen Cartwright



By far the most frequently purchased book at this clinic. Can be used in a multitude of ways, from very high structure (some pages elicit naming, counting and action words only) to very loose, unstructured conversational prompts. Clear pictures that don't strain the eye, and an added puzzle feature to keep kids engaged time after time. Available also in a variety of languages.



Follow the Line through the House by [Laura Ljungkvist](#)



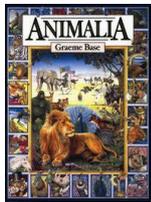
Follow the Line to School by Laura Ljungkvist

These 'follow the line' books encourage children to trace the story's path with their finger. They are helpful in keeping chatty children focussed.

Where is the green sheep? By Mem Fox and Judy Horacek

This book's repetitive, memorable and simple language make it ideal for early on in therapy, when high structure is required.

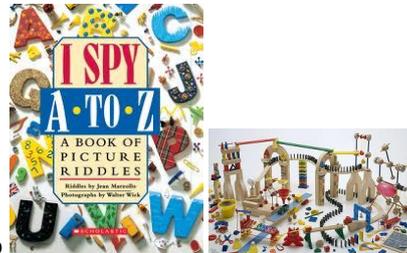
Older Children (late primary)



Animalia by Graeme Base

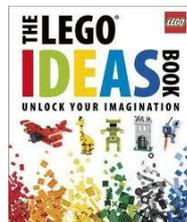
The Eleventh Hour by Graeme Base

Beautifully drawn, detailed pictures for older children. Useful for reintroducing picture books to older children if they think they have outgrown them.



I Spy A to Z by Walter Wick and Jean Marzollo

The *I Spy* series offer older children riddles and puzzles, and at the same time permit very high structure, for example naming.



The Lego Ideas Book by Daniel Lipkowitz

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The Lego books are great at stimulating quite complex language for kids who prefer to talk about something concrete.



Window by Jeannie Baker

A stunningly clever wordless picture book which is very interesting for children and adults. Encourages long descriptions while looking at the book as well as stimulating discussion afterwards.

Guinness World Records



Great for older primary school kids, to stimulate 'off the page' discussion. Also useful to allow children to read and retell.

Football Record magazines and Football Fixtures



These can be used in a variety of ways, from eliciting short, structured utterances, to prompting discussion about team performance, rules of the game, favourite players and so on. Favourites for boys who are not big chatters about their day-to-day experiences, but who have a love of sport.

Photo albums and school year books



Two books that most kids already own, are personally relevant, and can be used to elicit simple and more complex language. Especially good as children approach the end of therapy, to allow them to talk about people, places and experiences familiar to them, not you.